

**Emotional Support English**

**Grades 10**

**A Planned Course of Study**

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**Abington, Pennsylvania**

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**English II**  
**Grades 10**  
**A Planned Course of Study**  
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Emotional Support English II  
A PLANNED COURSE OF STUDY

I. Rationale

The general education English II is to be implemented in the emotional support programs. The students in the emotional support programs are diagnosed with a variety of learning disabilities and emotional disturbances that impact their academic performance and progress. Students need support and encouragement with organization, controlling impulsive behavior, and becoming actively engaged during instructional time. This curriculum is designed for students who work at modified pacing based on student progress and have been identified with a disability in the area of reading, writing, comprehension, and/or attention. As a result, these students require smaller class sizes, a highly structured and predictable learning environment, frequent repetition and additional time to master concepts as well as assistance with note-taking and following multi-step instructions.

## **II. Objectives**

Students will demonstrate a level of proficiency in each of the following areas of reading, writing, speaking and listening:

- A. Reading Independently
- B. Reading, Analyzing, and Interpreting Text
- C. Reading, Analyzing, and Interpreting Literature – Fiction and Non Fiction
- D. Types of Writing
- E. Quality of Writing
- F. Speaking and Listening
- G. Characteristics and Functions of the English Language
- H. Research
- I. Information, Communication, and Literacy Technology

### **III. Major Concepts**

#### **A. Reading Independently**

1. Analyze author's purpose, tone, and style
2. Evaluate the application and usage of literary terminology
3. Identify, describe, evaluate and synthesize essential ideas found within works
4. Establish a reading vocabulary by identifying and correctly using new words
5. Demonstrate understanding and interpretation of both fiction and nonfiction
6. Make assertions about texts
7. Compare and contrast texts using themes, settings, characters and ideas
8. Make extensions to related ideas, topics or information
9. Demonstrate fluency and comprehension in reading
10. Read a variety of genres and types of text
11. Demonstrate comprehension

#### **B. Reading, Analyzing, and Interpreting Text**

1. Read and understand essential content of informational texts
2. Differentiate fact from opinion across a variety of texts
3. Evaluate text organization and content to determine the author's purpose

4. Use and understand a variety of media

#### C. Reading, Analyzing, and Interpreting Literature – Fiction and Non Fiction

1. Read and understand works of literature
2. Analyze the relationships of literary elements used by one or more authors
3. Examine the author's use of sound technique, figurative language and literary structures
4. Analyze and evaluate figurative language and diction in poetry
5. Read and respond to nonfiction and fiction

#### D. Types of Writing

1. Write short stories, poems and plays utilizing various organizational methods, illustrations, conflicts, and dialogue
2. Include literary elements and devices
3. Write complex informational pieces using primary and secondary sources
4. Use precise language and specific detail
5. Write persuasive pieces using a clearly stated position or opinion
6. Include properly cited evidence
7. Include a variety of methods to advance the argument or position

#### E. Quality of Writing

1. Write with a sharp, distinct focus
2. Identify topic, task and audience
3. Write using well-developed content
4. Gather, organize, and analyze validity and reliability of information
5. Write with controlled organization
6. Sustain logical order
7. Include an effective introduction and conclusion
8. Write with stylistic command
9. Vary sentence length and structure
10. Edit and revise writing using the conventions of language

#### F. Speaking and Listening

1. Verbally communicate the relevancy of information, ideas and opinions
2. Take notes
3. Summarize and reflect
4. Contribute to discussions by asking relevant and clarifying questions
5. Respond with relevant information or opinions to questions asked

6. Listen to and acknowledge the contributions of others
7. Facilitate total group participation
8. Initiate everyday conversation
9. Use media for learning purposes
10. Use various forms of media to make a student presentation
11. Create a multi-media (e.g., film, music, computer-graphic, verbal) presentation

#### G. Characteristics and Functions of the English Language

1. Describe the influence of historical and cultural context as it applies to the English language

#### H. Research

1. Select and refine a topic for research
2. Locate information using appropriate sources and strategies
3. Determine valid resources for researching the topic, including primary and secondary sources
4. Use traditional and electronic search tools
5. Take notes relevant to the research topic
6. Develop a thesis statement based on the research
7. Give precise, formal credit for others' ideas, images or information using a standard method of documentation



8. Use formatting techniques

I. Information, Communication, and Literacy Technology

1. Utilize technology to promote higher level thinking skills
2. Implement technology as a means of increasing student engagement
3. Apply technological strategies to facilitate and authentic 21st century learning environment
4. Provide opportunities for students to develop and demonstrate independent ideas utilizing various technological mediums
5. Encourage substantive conversation using technology that extends student understanding
6. Enable students to connect subject matter to personal or public issues beyond the classroom
7. Create a classroom environment that incorporates strong support social mechanisms for academic achievement
8. Support student use of 21<sup>st</sup> century skills and technology

#### **IV. Instruction**

- a. Course Schedule (Days and Length of class period): Class meets 5 days a week for the duration of the 180 scheduled school days.
- b. Pacing (content by semester): Students will read 1 to 2 major works of American Literature per semester supplemented with minor works including short stories, poetry and non fiction works. Students will complete 1 to 3 units of grammar per semester. Students will complete 1 to 3 units of vocabulary per semester. Students will write at least one major literary-based research paper annually, as well as engage in frequent writing experiences.
- c. Methods: Students will master material through the following means of instruction: teacher-led discussion, research techniques, and collaborative learning. Large concepts will be delivered in segmented portions to help students grasp the material. Selected works will be provided through books on tape to ensure comprehension. While addressing state standards, analysis of text will also highlight character development, increased communication, social skills, conflict resolution skills and emotional intelligence.
- d. Resources: Students will work with the 10<sup>th</sup>-grade text The American Experience, Shostak's Level E Vocabulary text, and Grammar for Writing, Level Orange text.

## **V. Assessment**

a. Procedures for Evaluation: Students will demonstrate mastery of material through summative and formative assessments: research-based projects (collaborative, as well as independent), presentations, quizzes, tests, and writing assignments.

b. Expected Levels of Achievement :

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A.....90 – 100%

B.....80 - 89%

C.....70 - 79%

D.....65 - 69%

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- c. Methods: Students will master material through the following means of instruction: teacher-led discussion, research techniques, and collaborative learning. Large concepts will be delivered in segmented portions to help students grasp the material. Selected works will be provided through books on tape to ensure comprehension. Shortened reading assignments coupled with intensive focus on improving reading comprehension and decoding skills.
- d. Resources: Students will work with the 10<sup>th</sup>-grade text *The American Experience and Grammar for Writing*, Level Orange text, novels used from the general curriculum supplemented by selected short stories, poetry and non fiction works.

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